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Grant Proposal for Continuation of Federal Support of Selected Components of the Project Beacon Training Program (September 1968-August 1969).

Yeshiva Univ., New York, N.Y. Ferkauf Graduate School of Humanities and Social Sciences.

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This proposal for continued federal support of the sixth year of Project Beacon, an experimental demonstration program designed to develop new approaches to the preparation of effective beginning teachers of disadvantaged children in inner city elementary schools, includes listing and discussion of the behavioral objectives and a description of the project's organization, content, and schedule of seminars. T-Group sensitivity training, and field experiences. Proposed new components of the program, which is administered by Yeshiva University with the cooperation of the state, city schools, and community agencies, are listed: purchase of modern instructional materials for use in a series of experimental student teaching projects and employment of (1) a full-time clinical professor of education who would demonstrate effective instructional techniques in the classrooms of trainees and first-year graduates, (2) a Puerto Rican educator in residence to serve as a consultant on the history, culture, and special problems of Puerto Ricans, and (3) a research specialist available for frequent interaction with program staff for purposes of evaluation. The proposal also contains information on publicity, on staff personnel and other resources, and on selection of participants. (JS)

GRANT PROPOSAL FOR CONTINUATION OF FEDERAL SUPPORT OF SELECTED COMPONENTS OF THE PROJECT BEACON TRAINING PROGRAM (SEPTEMBER 1968 - AUGUST 1969)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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3. BODY OF THE PROPOSAL

a. Educational personnel development needs:

The critical shortage of beginning teachers who are specifically prepared for effective service in inner-city elementary schools, especially in New York City, is so generally known as to require no documentation here. It is to this need that the proposal is addressed.

b. Specific objectives:

The Educational Personnel Development Grant here proposed is designed to support a one-year Prospective Teacher Fellowship Program for which 12 fellowships have been awarded for 1968-69 and 1969-70. That fellowship program, known as the Project Beacon Training Program, was begun (without Federal support) in 1963-64 and has been under continuous development since. During the past two years (and projected through 1968-69) it has been supported by an Institutional Assistance Grant.

The objectives of this Project Beacon Training Program, expressed in terms of the behaviors it undertakes to develop in the trainees, are:

1. Understanding of the biological, psychological, and social forces which shape human development and learning in general, and of special influences on the development of disadvantaged children.

2. Understanding of community organization and processes in general and as reflected in urban slum areas, especially as they relate to the school as a social institution.

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3. Understanding of modern principles of curriculum development and teaching methods, and of their application to the guidance of learning by socially disadvantaged children.

4. Skill in classroom instruction and management in depressed-area elementary schools.

5. Empathy with disadvantaged people and ability to interact with them effectively.

6. Readiness and ability to use the techniques of research in coping with instructional and related problems.

7. Abiding commitment to profession service in the education of disadvantaged children and youth.

A more general purpose of the Project Beacon Training Program is to discover, through experimentation and demonstration, fruitful approaches to the preparation of effective beginning teachers of socially disadvantaged children in inner-city elementary schools. The program has undergone a series of major revisions in the light of continuous evaluation during the past five years.

The grant proposal here submitted seeks continuing partial support for selected components of the Project Beacon Training Program which have been demonstrated to be effective, and for other innovative components which recent experience suggests will strengthen the program.

c. <u>Project organization, content, and schedule</u>

The Project Beacon Training Program is an interdisciplinary program of teacher education which comprehends (A) three problem-centered seminars on campus, running concurrently -- in the areas of (1) Psychology of Human Development and Learning, (2) Social Organi-

zation and Process, and (3) Curriculum and Instruction; (B) systematic Sensitivity Training (of the T-Group type); and (C) a parallel series of four types of field experiences -- (1) guided observations in public elementary schools serving urban slum neighborhoods in New York City, (2) trips to selected schools outside the New York City system, (3) direct study of and participation in the institutional, organizational and family life of local slum neighborhoods in which Negroes and Puerto Ricans predominate, and (4) all-day student teaching in public elementary schools serving the same neighborhoods. Theoretical study in seminars is closely integrated with field work in schools and neighborhoods. (For further details, see the appended five page description of "The Project Beacon Training Program", dated 12/8/67. The Sensitivity Training component was introduced midway in the 1967-68 program, and is not included in this descriptive statement.)

The basic schedule of the program for 1969-70 and for 1970-71 is outlined below.

A. Seminars:

1. Psychology of Human Development and Learning, including observation in local schools -- Fall and Spring Semesters, (9 credits)

2. Social Organization and Process, including field work in neighborhoods -- Fall and Spring Semesters (6 credits)

3. Curriculum and Instruction, including observation in schools in and outside New York City -- Fall and Spring Semesters and Six-Weeks Summer Term (18 credits)

B. T-Group Sensitivity Training -- Fall Semester (0 Credits)

C. Field Experiences:

1. Guided observation in New York City public schools-- Fall Semester (credited as part of Seminar on Human Development and Learning and Seminar on Curriculum and Instruction).

2. Trips to observe practices in selected schools outside the New York City system (credited as part of Seminar on Curriculum and Instruction).

3. Direct study of an participation in the life of slum neighborhoods -- Fall Semester (credited as part of the Seminar on Social Organization and Process).

4. All-day student teaching in local public schools -- Spring Semester (3 credits).

Special lecturers and consultants from other universities, from the public schools, and from community organizations, especially Negro and Puerto Rican groups, are invited to participate from time to time in the several seminars.

Four of New York City's "More Effective Schools" are used for guided observation, beginning the opening day of school in the fall, and for supervised student teaching throughout the spring semester. All of these schools serve disadvantaged Negro and Puerto Rican neighborhoods.

Selected schools in up-state New York, Connecticut and New Jersey are visited to observe such special educational practices as ungraded classroom organization, Montessori method, multi-media instruction with advanced technology and others.

A wide range of community agencies are used to gain access to organizations, institutions and homes in disadvantaged neighborhoods where Negro and Puerto Rican residents predominate. These

include public anti-poverty agencies, public school-community co-ordinators, settlement houses, ASPIRA and other Puerto Rican agencies, NAACP and CORE and other Negro agencies. The faculty of the University's Wurzweiler School of Social Work, which is housed at the same address as the Ferkauf Graduate School, also provides guidance and help in arranging field experiences in slum neighborhoods.

Major responsibility for organizing and supervising students' field work is assumed by the instructors in charge of the three theoretical seminars, thus facilitating the integration of these two areas of experience.

The main academic disciplines upon which the program is based include Development and Educational Psychology, Social Anthropoloty, and Curriculum and Instruction. Each of the corresponding three theoretical seminars is in charge of a full-time faculty member who holds the Ph.D degree in that field. These instructors meet bi-weekly for evaluation and planning, and they often combine as a team for the conduct of join seminars on selected theoretical issues. Supplementary instruction and field-work supervision are provided by other full-time members of the faculty -- with specializations in linguistics, reading, language arts, creative expression, social studies, mathematics, science, and general instructional methods and supervision.

The Prospective Teacher Fellowship Program and this proposed Educational Personnel Development Grant are the only two Fed-

eral sources of support for the Project Beacon Training Program. Other sources of support include the University and -- possibly -- the New York State Education Department.

The University pays one-half or more of the salaries of three full-time faculty participants in the program, together with the salaries of the full time director and five part-time faculty participants, the latter drawn from the Department of Educational Psychology and Guidance and the Department of Curriculum and Instruction. It also pays the costs of housing, library and other essential services.

Very recent New York State legislation opens up the possibility of obtaining fellowship support from the State Education Department for additional students in the Project Beacon Training Program. Although applications for such support have not yet been invited, there is reason to expect that funds for five or more students in the program (in addition to the 12 Prospective Teacher Fellowships authorized from Federal funds) may be obtained from this source.

The Ferkauf Graduate School has deep interest in teacher education for depressed-area schools. Evidence of such interest is the development of the Project Beacon Training Program for three years prior to the availability of Federal support. So also are the School's many varied activities in this general field under the aegis of the over-all "Project Beacon". This interest will abide; and the School's

program of teacher education for inner-city schools will continue to be developed, although perhaps with further changes in content and form. Commitment to this perspective is firm with the Dean, the Department of Curriculum and Instruction, and the inter-departmental Project Beacon Executive Committee. As with all aspects of the institution's program, of course, the extent of further development along this line will be conditioned by the financial future of the University.

It is not anticipated that the University will be able to assume full financial responsibility for the fellowships currently provided from Federal sources under the Prospective Teacher Fellowship Program. Despite severely limited financial resources, the University has doubled the size of the Ferkauf Graduate School's faculty during the past two years, and is instituting next year a new scale of faculty salaries with substantial and continuing annual increments across the board. Moreover, additional faculty must soon be obtained for several existing degree programs, for a new doctoral program in the Social Sciences to be instituted in 1969-70, for new doctoral programs in the Humanities during the years immediately following, and for major improvements in the Graduate Center Library. All of these developments, of course, will greatly facilitate the strengthening of the Project Beacon Training Program; but they will also preclude the assumption of University responsibility for any substantial number of fellowships in that program. Such fellowships will continue to be sought, at least in part, from Federal, State

and other sources.

d. Significant imporvements on past practice:

Among the planned developments for which support is here requested are three "new" components of the Project Beacon Training Program, each of which is expected to improve the program significantly. They include:

1. A full-time Clinical Professor of Education.

This faculty members' credentials would include highly successful experience in teaching disadvantaged children in urban elementary schools. His main responsibility would be to demonstrate effective instructional techniques in public school classrooms -- (a) those to which current trainees are assigned for student teaching, and (b) those to which graduates of the program are assigned during the first year of professional employment.

During the fall semester, this Clinical Professor would devote most of his time working in the field with beginning teachers who completed the program the previous year. The need for such follow-up services during the first year of teaching is abundantly clear from the feed-back regularly solicited by the program from its graduates in the field. It is also shown by recent studies of the process by which beginning teachers in general tend gradually to become "socialized" into the patterns of low-level expectation and performance which prevail in inner-city schools serving disadvantaged children.

During the spring semester, the Clinical Professor would devote most his time to working in the field with student teachers and their cooperating teachers. Experience with the program thus far makes clear that the current once-a-week observations by University supervisor, together with follow-up conferences, do not suffice to bridge the gap between theoretical study in seminars and classroom practice on the field. Morever, very few of the cooperating teachers available to work with student teachers in the public schools are, themselves, qualified to guide trainees in the development of those innovative curricular and instructional approaches which are needed to effect significant improvement in the academic performance of disadvantaged children. Both student teachers and their cooperating teachers would profit from the services of a University person expertly qualified to <u>demonstrate</u> such effective approaches in the classroom.

During the fall and spring semesters and the summer term, the Clinical Professor of Education would also participate from time to time in the Seminar on Curriculum and Instruction.

/<u>It</u> should be noted that present plans for the Project Beacon Training Program also call for the part-time services of a Professor of Education with expertise in multi-media instructional techniques. Support for such a faculty position is being requested in a grant proposal tied to the University's Experienced Teacher Fellowship Program./

2. A series of "experimental" student-teaching projects.

It has been possible in several cooperating schools to involve some student teachers in special projects which provide experiences different from -- and more creative than -- the regular student-teaching experience. Illustriative is an individualized reading project currently being developed by four student teachers, in the spring of 1968. After about 8 weeks of regular student teaching, they were given full responsibility for all-day remedial instruction with 15 fourth and fifth grade pupils who were about to be "held back" because of deficiencies in reading. With funds from the University and the public school involved, a separate room was equipped with appropriate instructional materials; and the students -- under direct University supervision -- are now working hard at a program of individualized instruction which they are convinced will enable most of the pupils to attain the reading levels required for promotion. In the process, these students are learning far more about teaching than would be possible in a conventional student-teaching framework. Somewhat comparable projects have been developed with student teachers in other public schools.

It is planned to develop such "experimental" projects with student teachers in all cooperating schools. To do so, however, will call for the purchase of modern instructional materials for use in the "Beacon" curriculum library for continuing use.

3. A Puerto Rican Educator "in Residence".

It is planned to attach to the staff as part-time consultant a Puerto Rican who is thoroughly familiar with the special problems of Puerto Rican children in the public schools, with the history and culture of the Puerto Rican people, and with organizational and institutional life in the Puerto Rican community of New York City. This consultant would participate in planning meetings with the staff of the program and in seminar discussions with students. His main contribution, however, would be in guiding and helping with students' direct field study and participation in Puerto Rican neighborhoods.

It should be noted that the faculty of the Project Beacon Training Program includes persons who are fully competent to guide theoretical study and field work relating to Negro life and culture, but there is no person on the faculty with adequate competence in the area of Puerto Rican life and culture. The services of a Puerto Rican Educator "in residence" would strengthen the program in an area of critical importance in New York City.

e. Work experience:

The all-day student teaching component of the Project Beacon Training Program provides trainees with a very substantial "work experience in actual educational tasks". Having done considerable classroom observation and participation in the fall semester, the students very quickly assume actual teaching responsibility when assigned for student teaching in the spring semester. During the

first week they begin working with sub-groups and individual students, and by the second week they are teaching lessons. Before long they assume responsibility for the class during much of the school day, and later for the whole day. In the course of this development, student teachers have the help of University supervisors who observe their work at least once a week. During the course of a semester, each trainee devotes more than 300 hours in the classroom to this student teaching experience.

f. <u>Evaluation and dissemination:</u>

Continual evaluation has been a feature of the Project Beacon Training Program since its inception, and many substantial changes have been made in the program in the light of such evaluation. Illustrative of such changes was abandonment during 1966-67 of the conventional 12-separate-courses pattern of organization and substitution of the structure of three broad, problem-focused seminars, closely tied to work in the field, and conducted by an interdisciplinary staff of instructors who plan their work together.

During the first three years of the program, over-all evaluations were conducted mainly by special committee appointed by the FGS Executive Committee on Project Beacon. During the past two years evaluations have been conducted mainly by the Project Beacon Research Director. The qualification "mainly" is here used because instructors of seminars and the director of the program continually solicit feed-back appraisals from students in the program and from their supervisors in the public schools.

Formal approaches to over-all evaluation in the past have involved the following procedures. (1) Questionnaires are given to current trainees at the end of each semester, soliciting their appraisals of and suggestions for improving different aspects of the program. (2) Questionnaires are sent each year to graduates of the program, seeking their criticisms and suggestions in the light of subsequent teaching experience. (3) Questionnaires are sent to the principals and supervisors of recent graduates, seeking their appraisals of the former students' performance during the first year of teaching. (Appended are several illustrative appraisal forms.)

The current over-all evaluation of the program is being approached more comprehensively. In addition to procedures used in the past, supervisory judgments, pupil-achievement scores, and other data are being sought as a basis for estimates of the intructional effectiveness of "Beacon" graduates as compared with that of other teachers in the same schools.

Related to evaluation of the program are the procedures used in the appraisal of student teaching in addition to informal observations and judgments by University Supervisors. They include periodic analyses of verbal behavior in the classroom and formal appraisals of teaching performance by supervisors and cooperating teachers.

Research evaluation of still another type is planned for the period ahead, linked with the plan noted previously for development of a series of special "experimental" projects with student teachers. Each such project will be planned with a minor research component, to the end of systematic evaluation. Such appraisal of a wide range of innovative approaches in the classroom is expected to yield important insights into the types of learning experiences which are fruitful for prospective teachers of disadvantaged children.

The approach to evaluation in the Project Beacon Training Program during the period of this proposed grant will comprehence all of the procedures here described, those used in the past and others currently being introduced or planned for the period ahead. Such evaluation will include not only over-aal appraisal, but increasingly the appraisal of small and short-time components of the program. In the light of this continuous-evaluation approach, the services of a research specialist who is on the premises and available for frequent interaction with program staff would probably be more useful than those of an "outside" evaluating agency. The research specialist assigned to evaluation of the program would not be a part of the instructional or supervisory staff.

No special plan for disseminating information about the Project Beacon Training Program has been conceived, although past practices will continue to be used. They include (1) preparing stories for the daily press and occasional articles for professional journals (including joint articles by staff members and students on

special projects); (2) sharing "Beacon" materials and occasional reports with professional workers who request them; (3) interpreting the program to the many visitors who come to the University for that purpose; and (4) lecturing about the program to professional groups upon request.

g. Key management and staff personnel and other resources:

The key staff personnel of the program consists of the director, three seminar instructors, and the reasearch director. Currently holding these positions are the following:

(1) Doxey A. Wilkerson, Associate Professor of Education, Director of the Project Beacon Training Program, Title V Coordinator.

B.A. (1926) and M.A. (1927), University of Kansas; Ph.D. (1958), New York University. Researcher, writer, lecturer on the education of socially disadvantaged children.

Instructor of the Seminar on Curriculum and Instruction, supervisor of student teaching.

(2) Mike Van Ryn, Lecturer - Research Associate in Education.

B.A. (1956) and M.S. (1960), State University College, New Paltz, N.Y.; candidate for the Ed.D., Teachers College, Columbia University. Specialist in teacher education for urban schools for the disadvantaged.

Instructor of the Seminar on Curriculum and Instruction, supervision of student teaching.

(3) Sol Gordon, Associate Professor of Psychology and Education, Director of Project Beacon.

B.S. and M.D. (1947), University of Illinois, Ph.D. (1953), University of London. Psychologist, researcher, writer and lecturer on the education of disadvantaged children.

Instructor of the Seminar on Human Development and Learning.

(4) Nathan H. Gould, Associate Professor of Anthropology and Education.
B.A. (1949) and M.A. (1951), University of California at Los Angeles; Ph.D. (1960), Harvard University. Social Anthropologist, researcher and writer in that field.

(5) Harry Gottesfeld, Associate Professor of Psychology and Education, Research Director of Project Beacon.
B.A. (1947), Brooklyn College; Ph.d (1955), New York University; Post-Doctoral Training Program in Advanced Research Methodology (1961-65). New York University. Psychologist, researcher and writer in the behavioral sciences.

Research evaluation of the Project Beacon Training Program. (Instructor in the Seminar on Psychology of Human Development and Learning, during 1967-68 only.)

Five other full-time members of the Ferkauf Graduate School, all of whom hold doctoral degrees, devote from 12 to 33 per cent of their time as instructors in the Project Beacon Training Program -- respectively in the areas of Linguistics, Reading Methods and Materials, Language Arts Methods and Materials, Curriclum and Methods, and Science-Mathematics Methods and Materials.

Other important resources of the program include: (1) the Graduate Center Library, together with its special Curriculum Collection of approximately 3,000 items; (2) the Reading and Language Arts Center of the Department of Curriculum and Instruction, which conducts a research and training clinic for children with reading and associated disabilities; (3) Project Beacon, the Ferkauf Graduate School's multi-faceted complex, training programs, research and demonstration projects, conferences, workshops, publications, and

other activities related to the education of disadvantaged children; and (currently) (4) The Information Retrieval Center on the Disadvantaged (IRCD), the national clearinghouse on education of the disadvantaged of the U.S. Office of Education's Educational Resources Information Center (ERIC).

h. Selection of participants:

Effort is made to attract applicants from all geographical areas in the United States, different socio-economic classes, and different ethnic groups. To this end, letters and printed brochures are distributed each year to several hundred undergraduate colleges throughout the country and to a wide range of civic, professional and minority-group organizations. (See appended copy of 1968-69 brochure.)

Applicants are selected on the basis of their undergraduate programs and grade-averages, scores on the Aptitude Test of the Graduate Record Examination, written statements of purpose and goals, letters of recommendations, and personal interviews. Evidence is sought concerning these criteria: (1) 84 credits in liberal arts studies, including a minimum of 12 credits in a liberal arts field; (3) scholastic competence; (4) adherence to humanistic and democratic values; (5) empathy with disadvantaged populations; (6) ability to think clearly; (7) effectiveness in interpersonal relations; and (8) interest in teaching disadvantaged children as a long-time career.